

Introduction - Grade 6 English-Language Arts

The following released test questions are taken from the Grade 6 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 6 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, and 2005. First on the pages that follow are lists of the standards assessed on the Grade 6 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	13	9
• Reading Comprehension	17	15
• Literary Response and Analysis	12	9
• Writing Strategies	17	14
• Written Conventions	16	10
TOTAL	75	57

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 6 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 6 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following four California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by nine test questions for grade 6. These questions represent only some ways in which these standards may be assessed on the Grade 6 California English-Language Arts Standards Test.

-
- | | |
|---------------|---|
| 6RW1.0 | WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| <hr/> | |
| 6RW1.2 | Vocabulary and Concept Development: Identify and interpret figurative language and words with multiple meanings. |
| <hr/> | |
| 6RW1.3 | Vocabulary and Concept Development: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. |
| <hr/> | |
| 6RW1.4 | Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. |
| <hr/> | |
| 6RW1.5 | Vocabulary and Concept Development: Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>). |
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Released Test Questions

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The Reading Comprehension Strand/Cluster

The following eight California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 15 test questions for grade 6.

These questions represent only some ways in which these standards may be assessed on the Grade 6 California English-Language Arts Standards Test.

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- 6RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.
-
- 6RC2.1 Structural Features of Informational Materials:** Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
-
- 6RC2.2 Structural Features of Informational Materials:** Analyze text that uses the compare-and-contrast organizational pattern.
-
- 6RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Connect and clarify main ideas by identifying their relationships to other sources and related topics.
-
- 6RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
-
- 6RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
-
- 6RC2.6 Expository Critique:** Determine the adequacy and appropriateness of the evidence for an author's conclusions.
-
- 6RC2.7 Expository Critique:** Make reasonable assertions about a text through accurate, supporting citations.
-
- 6RC2.8 Expository Critique:** Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
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The Literary Response and Analysis Strand/Cluster

The following eight California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by nine test questions for grade 6. These questions represent only some ways in which these standards may be assessed on the Grade 6 California English-Language Arts Standards Test.

-
- 6RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
-
- 6RL3.1 Structural Features of Literature:** Identify the forms of fiction and describe the major characteristics of each form.
-
- 6RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
-
- 6RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Analyze the influence of setting on the problem and its resolution.
-
- 6RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
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- 6RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
-
- 6RL3.6 Narrative Analysis of Grade-Level-Appropriate Text:** Identify and analyze features of themes conveyed through characters, actions, and images.
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- 6RL3.7 Narrative Analysis of Grade-Level-Appropriate Text:** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
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- 6RL3.8 Literary Criticism:** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).
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WRITING

The Writing portion of the Grade 6 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following five California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 14 test questions for grade 6. These questions represent only some ways in which these standards may be assessed on the Grade 6 California English-Language Arts Standards Test.

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- 6WS1.0 WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
-
- 6WS1.1 Organization and Focus:** Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
-
- 6WS1.2 Organization and Focus:** Create multiple-paragraph expository compositions:
- 2) Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
 - 3) Conclude with a detailed summary linked to the purpose of the composition.
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- 6WS1.3 Organization and Focus:** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
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- 6WS1.4 Research and Technology:** Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
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- 6WS1.6 Evaluation and Revision:** Revise writing to improve the organization and consistency of ideas within and between paragraphs.
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The Written Conventions Strand/Cluster

The following five California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 10 test questions for grade 6. These questions represent only some ways in which these standards may be assessed on the Grade 6 California English-Language Arts Standards Test.

6WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.

6WC1.1 Sentence Structure: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

6WC1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

6WC1.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

6WC1.4 Capitalization: Use correct capitalization.

6WC1.5 Spelling: Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

Released Test Questions

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Bird of Dreams

1 At night in dream I travel from my bed.
2 On wing of light I soar across vast skies
3 Where colors swirl and dance, and mingle and soar,
4 To far beyond the veil, where Phoenix flies.

5 The Phoenix is a wondrous bird of dreams.
6 Each five hundred years she builds a nest,
7 Piling feathers, branches, twigs, and leaves—
8 Now will she lay her eggs and sit to rest?

9 But no! The Phoenix strikes a blazing spark
10 And sets her cozy nesting place afire!
11 She dives in flight into the dancing flames!
12 Why does she go into the flaming pyre?

13 There is no need to weep, for all is well.
14 For her the pyre's fiery heat and flame
15 Burn away the years. She is reborn!
16 Her radiant, shining youth she doth reclaim.

17 The pyre burns down to ash, and all is still.
18 And from the ashen pile, her eyes alight,
19 The Phoenix rises up into the sky,
20 Renewed, with feathers luminous and bright!

21 And so this night, perchance my dreams will go
22 With wondrous Phoenix rising in the sky,
23 To soar among the planets and the stars,
24 Deep in the night to fly and fly and fly!

- 1** Which words from the poem's first and last stanzas tell the reader that these stanzas are written in the first person?
- A Phoenix, sky
 - B night, dreams
 - C beyond, across
 - D I, my
- 2** In this poem, what is *both* destructive and creative?
- A fire
 - B ash
 - C light
 - D air
- 3** The Phoenix could *best* represent a person who
- A makes a promise and then breaks it.
 - B loses everything and starts over.
 - C wants only to be carefree and have fun.
 - D lives a life of habit and routine.
- 4** Which words from the poem are intended to provide a sense that the poem was written long ago?
- A soar, fly
 - B branches, twigs
 - C flame, burn
 - D doth, perchance

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Read the following letter to the editor taken from a local newspaper.

Letter to the Editor

- 1 A debate is currently raging in our town. Should we allow the Odeon Triplex Cinema to be constructed at the Havenswood Shopping Center? There is just one large lot left to build on, and the theater would use up all of that space. Some people are thrilled at the idea of finally having our own movie theater in Havenswood. Others would rather travel ten miles north to the nearest theater in Gadway in order to keep our quiet town the way it is. They say it is enough to have Marvin's Movie Video Rentals in the shopping center. As a Havenswood citizen and small-business owner, I would like to express my opinion on this issue.
- 2 There are certainly benefits to renting videos. For one thing, you can plan your own movie-watching schedule by renting and viewing movies when it is convenient for you. You can relax on your cozy couch, grab snacks from your kitchen, and take a break whenever you need one. You can also talk to friends or family members who are watching the movie with you without bothering any strangers seated nearby. In addition, it is a less expensive way to view a movie compared to going to a theater, especially if more than one person is watching the video.
- 3 On the other hand, seeing a movie in a theater is an experience all its own. For one thing, you can see the movie on a wide screen as the filmmaker intended. To be viewed on a television screen, a film must be changed in some way to make it smaller. One way is known as the "pan-and-scan" method, which involves removing some of the details in the picture. This results in an image that is not complete. The other way, called "letterboxing," keeps the image the way it is on the big screen, with one annoying exception: because the big-screen version is wide, the same picture on a television screen must be long and narrow, with black strips above and below it.
- 4 Another issue is sound. The sound from a television, even when it's attached to a home stereo system, cannot compare to the sound system in a movie theater. Your experience of a movie improves when you can clearly hear all of the sounds, loud and soft. Furthermore, at home, viewing companions often talk during a movie, which makes you miss out on what's happening in the film.
- 5 Besides, having a movie theater will not mean that you can't still go to Marvin's and rent a movie! You will just have a choice that you didn't have before. Isn't it time for Havenswood residents to enjoy a little progress?

A Concerned Citizen

- 5** Read this sentence from the editorial.

There is just one large lot left to build on, and the theater would use up all of that space.

In this sentence, the word lot means

- A a great amount.
- B a complete group.
- C a section of land.
- D a result of chance.

- 6** Read this sentence from the editorial.

They say it is enough to have Marvin's Movie Video Rentals in the shopping center.

This statement would be made stronger by adding which of these sentences?

- A After all, Marvin's store stocks thousands of the latest video releases.
- B After all, videos rented at the store do not have to be returned the same day.
- C After all, the management at the store is friendly and helpful.
- D After all, Marvin's store occupies 2,000 square feet at the shopping center.

- 7** The author's argument in paragraph 2 that renting videos is "less expensive" than going to the movies would have been stronger if she had included

- A a newspaper story on the expense of managing a theater.
- B a quotation from a moviegoer regarding the cost of tickets.
- C a chart comparing theater ticket prices to movie rental prices.
- D a statement from the owner of the video store about his rental fees.

- 8** Which of the following sources would provide the *best* evidence to support the main idea in paragraph 3?

- A an editorial page about popular movies
- B a magazine about the history of moviemaking
- C a story about a famous filmmaker
- D a book about changing movies into videos

Released Test Questions

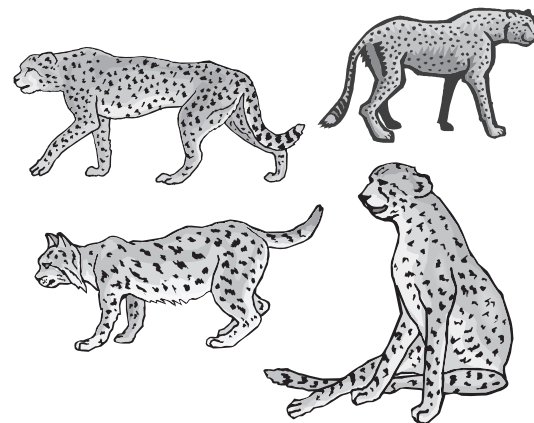
English-Language Arts

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Spotted Cats

- 1 Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

- 2 Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.



- 3 The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1 ½ to 2 ½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a rusty shade; their "spots" are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.
- 4 Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots, not rosettes or circles.
- 5 Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

- 9** All of these are ways to tell the difference between spotted cats *except*
- A how big they are.
 - B what their spots look like.
 - C where they live.
 - D how beautiful they are.
- 10** Which words from the passage are used as persuasion in that they express an attitude of sympathy for animals that are prey to big cats?
- A . . . how they move and hunt . . .
 - B . . . might eat fruit, field mice, and large insects.
 - C . . . dinner, which is usually an unfortunate antelope.
 - D . . . that they are wild, powerful animals . . .

- 11** Which of these is the *best* summary of this passage?
- A All spotted cats are powerful, beautiful, and graceful.
 - B Spotted cats may look similar, but they are different in many ways.
 - C There are many different spotted cats in the world.
 - D Spotted cats in the wild hunt many different kinds of animals.

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Water Picture*by May Swenson*

- In the pond in the park
all things are doubled:
Long buildings hang and
wriggle gently. Chimneys
5 are bent legs bouncing
on clouds below. A flag
wags like a fishhook
down there in the sky.
- The arched stone bridge
10 is an eye, with underlid
in the water. In its lens
dip crinkled heads with hats
that don't fall off. Dogs go by,
barking on their backs.
- 15 A baby, taken to feed the
ducks, dangles upside-down,
a pink balloon for a buoy.

- Treetops deploy a haze of
cherry bloom for roots,
20 where birds coast belly-up
in the glass bowl of a hill;
from its bottom a bunch
of peanut-munching children
is suspended by their
- 25 sneakers, waveringly.

- A swan, with twin necks
forming the figure 3,
steers between two dimpled
towers doubled. Fondly
- 30 hissing, she kisses herself,
and all the scene is troubled:
water-windows splinter,
tree-limbs tangle, the bridge
folds like a fan.



“Water Picture” from NATURE: POEMS OLD AND NEW. Copyright © 1994 by the Literary Estate of May Swenson. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

- 12** Read these lines from the poem.

Treetops deploy a haze of / cherry bloom
for roots,

What does the word deploy mean?

- A spread
- B hide
- C ruin
- D grow

- 13** Read this line from the poem.

and all the scene is troubled:

This line refers to the fact that the swan

- A is a threat to the other birds.
- B has disturbed the still water.
- C cannot find the food she seeks.
- D distracts from the pond's beauty.

- 14** How does the poet achieve her tone?

- A She sets the poem in a public park.
- B She describes familiar things in a surprising way.
- C She uses lines of varying length.
- D She contrasts the swan with other birds.

- 15** How does the poet create a sense of activity in the poem?

- A She compares the bridge to an eye.
- B She avoids introducing too many characters in the poem.
- C She uses strong, descriptive words.
- D She keeps the length of each line fairly short.

- 16** What is the purpose of the metaphors used throughout the poem?

- A to explain the many uses of water
- B to help the reader visualize certain ideas
- C to avoid the need for characters
- D to show the reader that water is a symbol of life

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More Than a Niece

- 1 Harriet Lane stood in the doorway of the State Dining Room. She watched as the florists carried their large flower arrangements. The flowers were all so beautiful that Harriet clapped her hands. “Thank you all for your hard work,” she said to the florists. “I’m sure the prince will be very impressed.” The florists left, and Harriet and her friend Miss Hetty were alone in the dining room.
- 2 “This is my favorite part of being Uncle’s hostess,” Harriet said. Then she thought again. “Well, one of my favorite parts. To be honest, I love all the parts of being Uncle’s hostess here at the White House. I love planning the dinners and checking the guest rooms. I love showing visitors the gardens. I love making sure that all the prominent and distinguished people who come to visit the president are comfortable.”
- 3 Miss Hetty smiled. She had taken care of Harriet for a long time. Harriet had been only nine years old when her parents died. She went to live with her uncle, James Buchanan. Uncle James was an important man and was often away from home. He was not married, so he asked Miss Hetty to be his housekeeper and to care for Harriet when he was away. He wanted Harriet to have good manners and study hard in school. He also wanted her to be honest and truthful and always be ready to help others. As Harriet grew up, she and Miss Hetty became friends.
- 4 When Uncle James became the United States government’s representative in England, Harriet and Miss Hetty traveled there as well. Harriet became a friend of Queen Victoria and her family. Now that Uncle James was president, Harriet and Miss Hetty were with him in Washington, D.C. Harriet did many of the jobs that a First Lady, or wife of the president, would do, even though she was the president’s niece. This was to be the most important party she had planned. Queen Victoria’s son, the Prince of Wales, was visiting the United States. He was coming to dinner at the White House tonight! At the party, the prince and Harriet enjoyed talking about England and the people Harriet had met while she had lived there.
- 5 During the time she lived in Washington, Harriet did more than just plan parties. She worked hard to improve the lives of Native Americans all across the country. She also believed that there should be a national art museum in Washington.
- 6 Harriet’s Uncle James was president from 1857 to 1861. When his term of office was over, they both returned to their home in Pennsylvania. Harriet married Henry Elliot Johnson, and they had two sons. She and her husband collected artwork from all over the world. When she grew older, she gave her collection to the people of the United States. This collection was the basis for the National Gallery of Art in Washington, D.C. Harriet also started the first children’s hospital in the United States.
- 7 Harriet Lane is famous for being the only First Lady who was not married to a president. She did much more for our country than plan parties!



17 Where would this passage most likely be found?

- A in a news magazine
- B in a collection of autobiographies
- C in a newspaper
- D in a collection of biographies

18 Which part of the passage is most likely fictional?

- A the description of the White House
- B the trip Harriet and Miss Hetty took to England
- C the conversation between Harriet and Miss Hetty
- D the background information about Harriet's childhood

19 The passage is mainly about Harriet's

- A Uncle James.
- B contributions to the United States.
- C love of flowers.
- D evening with the Prince of Wales.

20 Information in the passage supports the idea that Harriet's family was

- A wealthy.
- B stubborn.
- C fun loving.
- D selfish.

21 How did Harriet help her uncle?

- A She traveled everywhere with him.
- B She was his housekeeper.
- C She was his hostess.
- D She helped him collect artwork.

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Document A

Volunteering

Just like the animals we shelter, people are very special to us. The Animal Shelter of Sacramento County has 300 active volunteers and is always eager to add more. If you have a few hours each week and a love for dogs and cats, we at the shelter welcome your participation.

Youth Volunteers

The Animal Shelter of Sacramento County has volunteer opportunities for people of all ages. Children 10 years of age or older are allowed to participate in some of our programs as youth volunteers when accompanied by an adult. The adult can be a sibling, parent, or guardian 18 years of age or older. Volunteering is rewarding for a number of reasons. Youth volunteers learn responsibility as they serve the community. Volunteers are rewarded with the affection of our shelter animals. Volunteers learn about the needs of dogs and cats and how to care for those needs.

Youth Volunteer Qualifications

A youth volunteer must:

- care deeply about animals and their welfare
- complete an application form
- be at least 10 years of age and accompanied by an adult
- attend an orientation session

Youth Volunteer Opportunities

Youth volunteers may fill the position of dog nuzzler, cat snuggler, or kennel aide, provided there are openings. Please call our volunteer information hotline at 1-800-290-5992 to hear a recording of the positions currently available.

Dog Nuzzlers

Dogs need human interaction and exercise to maintain their health and level of comfort around people. Dog nuzzlers walk and groom the dogs staying at the shelter. Dog nuzzlers must be knowledgeable about dogs and able to handle medium-sized to large-sized breeds like collies and Labrador retrievers. Youth volunteer dog nuzzlers must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.

Cat Snugglers

Help our kittens and cats maintain their cuddly qualities by giving them lots of attention. Cat snugglers must be knowledgeable about cats and their needs. Youth volunteer cat snugglers must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.

Kennel Aides

Providing food and water for the animals at the shelter is a demanding job. Kennel aides assist the Animal Shelter staff in feeding the animals in our care. Kennel aides must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.



Document B

Youth Volunteer Application Form

Complete all required information and mail these two forms to: Animal Shelter of Sacramento County; 133 Highway 15; Sacramento, CA 94244.

My Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - ____

I would like to work as a [check one]: ☐ dog nuzzler ☐ cat snuggler ☐ kennel aide

Days/Hours of Availability [check day/time(s)]: ☐ Saturday ☐ 9–11 ☐ 11–1 ☐ 1–3 ☐ 3–5

☐ Sunday ☐ 9–11 ☐ 11–1 ☐ 1–3 ☐ 3–5

My Adult Sponsor's Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - ____

Relationship to Youth Volunteer: _____

Document C

Authorization and Acknowledgment Form

I, _____, the parent or legal guardian of _____, hereby give permission for my child to participate as a youth volunteer with the Animal Shelter of Sacramento County. I authorize Animal Shelter staff to seek immediate medical treatment in case of an accident by using the emergency contact information below. My signature acknowledges that my child has no allergies or other medical conditions that would prohibit participation in this program.

Emergency Contact Information

Contact: _____

Telephone Number: () ____ - ____

Family Physician: _____

Telephone Number: () ____ - ____

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- 22** Which 10-year-old child *best* meets the qualifications to be a youth volunteer at the Animal Shelter?
- A Matt, who is allergic to animal fur
 - B Katie, who likes dogs but does not have an adult sponsor
 - C Bryan, who can work with either cats or dogs on weekday afternoons
 - D Amber, who wants to work with cats on Sunday afternoons

- 23** What is the *first* action that should be taken by a young person who wants to serve as a dog nuzzler?
- A Write a note stating this preference and attach it to the application form.
 - B Call the director of the Animal Shelter before filling out the application form.
 - C Call the volunteer information hotline to find out if a dog nuzzler position is available.
 - D Complete the authorization and acknowledgment form and mail it to the Animal Shelter.

- 24** Which detail from Document A emphasizes the personal benefits of being a youth volunteer at the Animal Shelter?
- A The Animal Shelter of Sacramento County has volunteer opportunities for people of all ages.
 - B Children 10 years of age or older are allowed to participate in some of our programs as youth volunteers when accompanied by an adult.
 - C Youth volunteers learn responsibility as they serve the community.
 - D Cat snugglers must be knowledgeable about cats and their needs.

- 25** Read this excerpt from Document C.

I, _____,
the parent or legal guardian of _____,
hereby give permission for my child to participate as a youth volunteer with the Animal Shelter of Sacramento County. I authorize Animal Shelter staff to seek immediate medical treatment in case of an accident by using the emergency contact information below.

The phrase give permission and the word authorize suggest that the parent or legal guardian is able

- A to serve as an adult volunteer.
- B to give first aid to an injured youth.
- C to work as a kennel aide.
- D to grant power to others.

- 26** Which source would provide the *most* information about grooming dogs?

- A a book detailing the care of dogs
- B a pamphlet about dog kennels
- C a magazine article about the positive effects of owning a dog
- D a chart showing the sizes of various breeds of dogs

- 27** The author implies that large-sized dogs

- A are less comfortable around people.
- B are more difficult to handle.
- C need more human interaction.
- D respond better to youth volunteers.

The following questions are not about a passage. Read and answer each question.

28 Read this sentence.

At dinnertime Abuelita said, "It's time to put the horses back into the _____."

Which Spanish word meaning "enclosure" can be used to complete the sentence?

- A bronco
- B corral
- C rodeo
- D lasso

29 Which French expression would be *most* appropriate to say to someone about to go on a journey?

- A A la carte!
- B Bon voyage!
- C Merci beaucoup!
- D Bon appétit!

30 A conversation can turn into an argument in the same way that a discussion can become

- A a privilege.
- B an examination.
- C a debate.
- D a quotation.

31 Read this sentence.

We ate lunch at our favorite _____.

Which French word correctly fits in the sentence?

- A coupé
- B essay
- C café
- D entrée

32 Read this sentence.

The merchant checked his stock to find out what he needed to order.

Without changing the meaning of the sentence, which word can *best* be used to replace the underlined part?

- A products
- B animals
- C soup
- D shares

33 Read this sentence.

After staining the cabinet, the craftsman finished the wood with a wax.

Without changing the meaning of the sentence, which word or words can *best* be used to replace the underlined word?

- A polished
- B ended
- C destroyed
- D used up

Released Test Questions

English-Language Arts

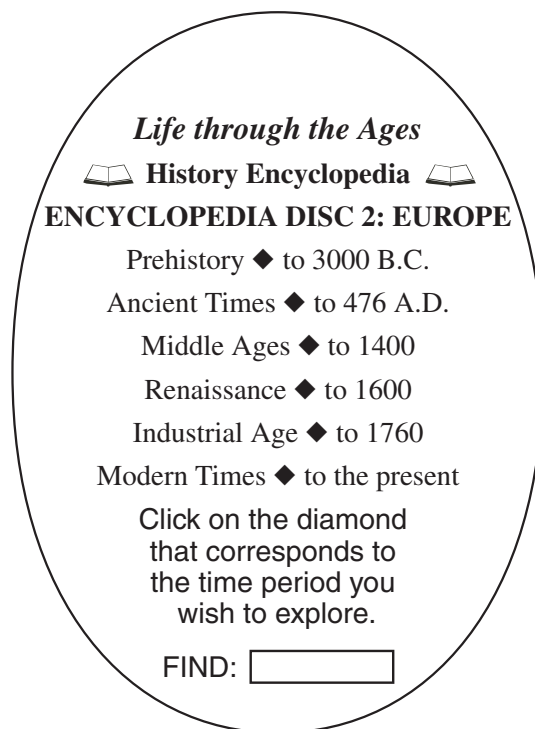
6

Miguel's teacher has asked the students to conduct research about what it was like to live in another time and to write about what they learn. Miguel wants to write about boys who became knights in the Middle Ages.

34 To complete this assignment, Miguel will write a

- A book review.
- B narrative poem.
- C factual report.
- D persuasive essay.

35 Miguel used this CD-ROM encyclopedia to help him research his topic.



To find information about his topic, Miguel should use the mouse to click on the diamond next to

- A 476 A.D.
- B 1400.
- C 1600.
- D 1760.

The following question is not about a passage. Read and answer the question.

Here is Miguel's first draft, which may contain errors.

From Boyhood to Knighthood

- 1 In tales of medieval days, we are told that brave knights wore shining armor and rode beautiful horses. They carried bright, sharp weapons. In these stories, fair maidens in distress are rescued by these knights, who seem to appear mysteriously out of the mist. The truth is that the knights of the Middle Ages did not just appear from thin air.
- 2 In times of war, a young man who fought bravely on a battlefield could become a knight on the site where he had demonstrated his courage. A king or knight could tap him on the shoulder with a sword, giving him this title of honor.
- 3 In peacetime, becoming a knight was a more lengthy process. A boy began this training when he was about seven years old. He went to live in the home of a noble family, where he served as a page. He ran errands for the family, served their meals, and learned to ride horses and handle small weapons. He also learned a code of polite behavior that was as important as learning to fight.
- 4 When a page was about fourteen years old, he became a squire. A squire served a knight who was called his lord. He took care of his lord's horse and helped him practice hunting and fighting skills. If battle broke out, a squire rode beside his lord to the end.
- 5 Most squires were knighted by the time they were twenty-one years old. If not knighted on a battlefield, the squire might be knighted in an elaborate ceremony called dubbing. He bathed, cut his hair short, and prayed all night in a chapel. In the morning, he knelt before his lord who tapped him on both shoulders with a sword. The lord then gave him the spurs and sword of a knight.
- 6 Either in battle or in a dubbing ceremony, the squire rose from his knees as a knight. He promised to use his bravery and fighting skills to defend the weak and protect his homeland.

Released Test Questions

English-Language Arts

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- 36** Which sentence could Miguel *best* add at the end of the first paragraph of his report?
- A Knights used strong horses to help them fight battles.
 - B There probably were knights in other historical periods, too.
 - C A man was not simply born a knight; he had to earn such a title.
 - D Women could not become knights unless they pretended to be men.
- 37** If Miguel wants to write to his cousin in Mexico about what he is learning, he should write a
- A letter to the editor.
 - B personal letter.
 - C letter of request.
 - D business letter.

The following is a rough draft of a student's report, which may contain errors.

Sequoias

- 1 The sequoia is a redwood tree that was named in honor of a Native-American chief called Sequoyah. This tree is one of the largest living things on Earth. It can grow nearly 400 feet high and 30 feet across. The sequoia is also one of the longest-living things on Earth. One tree can live as long as 2,000 years. A close relative, the giant sequoia, may live 3,000 or more years.
- 2 There is evidence that suggests that sequoias were found in many parts of the Northern Hemisphere during ancient times. Today they can be found in groves along the coast of northern California and southern Oregon. They grow only in altitudes below 3,300 feet.
- 3 The sequoia's trunk can rise about 100 feet without a single branch. As the sequoia ages, its lower branches fall away. The dark brown bark of the sequoia can be as thick as 12 inches. It has deep furrows, or rows, in it, and it is very spongy. The sequoia's thick bark helps the tree survive forest fires. The bark also helps the tree resist damage from insects.
- 4 If a sequoia falls over or is cut down, it begins to grow again soon afterward. It does this by producing new sprouts from the remaining stump. However, it takes hundreds of years for the new trees to reach full size. Every year many sequoia trees are cut down to make lumber. Redwood lumber is popular because it has an attractive color and lasts a long time. Redwood lumber is used for fence posts, paneling, shingles, and furniture. There are not as many sequoias as there used to be, but people are working to preserve more of these incredible trees.
- 5 Although these trees are cut for lumber, many sequoias can be found in protected groves within California's national parks. Redwood National Park, in Northwestern California, has among its thousands of acres of redwoods the tallest known sequoia, which rises 367.5 feet into the air.

Released Test Questions

English-Language Arts

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- 38** Read this sentence from paragraph 2.

There is evidence that suggests that sequoias were found in many parts of the Northern Hemisphere during ancient times.

What is the correct way to spell the underlined word?

- A segests
- B suggests
- C seggests
- D Leave as is.

- 39** Read this sentence from paragraph 4.

There are not as many sequoias as there used to be, but people are working to preserve more of these incredible trees.

What is the correct way to write the underlined words?

- A used to be but people
- B used to be but, people
- C used to be, but, people
- D Leave as is.

- 40** Read this sentence from paragraph 5.

Although these trees are cut for lumber, many sequoias can be found in perected groves within California's national parks.

What is the correct way to spell the underlined word?

- A pretected
- B protected
- C pratected
- D Leave as is.

- 41** Read this part of a sentence from paragraph 5.

Redwood National Park, in Northwestern California, has . . .

What is the correct way to write the underlined words?

- A Redwood National Park, in northwestern California
- B Redwood national park, in Northwestern California
- C Redwood national park, in northwestern California
- D Leave as is.

The following is a rough draft of a student's essay. It contains errors.

Origami

(1) Can you create a whole world out of pieces of paper? (2) You can if you know origami. (3) Origami is the Japanese art of creating shapes and figures by folding pieces of paper. (4) Without scissors or glue, origami artists can make paper animals, flowers, or objects like boats or windmills. (5) The word *origami* comes from the Japanese words *oru*, meaning “to fold,” and *kami*, meaning “paper.” (6) Some people think it might have been introduced to Japan in the early seventh century by the Chinese, after they began to make paper.

(7) Most origami sculptures are made from a few basic shapes, like the bird, fish, kite, and frog. (8) Diagrams that show how to make origami pieces are easily available, not only in books, but also from online sources. (9) They show how to create origami through a series of descriptively named folds: for example, the valley fold, the mountain fold, the petal fold, or the pleat. (10) In addition, events like the Pacific Coast Origami conference offer exhibitions and workshops for beginners as well as for advanced origami artists.

(11) Origami is a beautiful art that anyone can try. (12) It can be difficult at first but if you stay patient and follow instructions carefully, you can be an origami artist too!

42 Read this sentence.

Origami is the Japanese art of creating shapes and figures by folding pieces of paper.

This sentence offers support by

- A defining the subject.
- B comparing the subject to something else.
- C beginning a story about the subject.
- D including an example that illustrates the subject.

43 Read this sentence.

Diagrams that show how to make origami pieces are easily available, not only in books, but also from online sources.

Which underlined word is spelled incorrectly?

- A Diagrams
- B easily
- C available
- D sources

Released Test Questions

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- 44** Read this sentence.

In addition, events like the Pacific Coast Origami conference offer exhibitions and workshops for beginners as well as for advanced origami artists.

Which underlined word in this sentence should be capitalized?

- A events
- B conference
- C exhibitions
- D workshops

- 45** Read this sentence.

It can be difficult at first but if you stay patient and follow instructions carefully, you can be an origami artist too!

What is the correct way to write the underlined part of this sentence?

- A first; but
- B first: but
- C first, but
- D Leave as is.

- 46** Which of the following Internet keywords would *best* help someone find more information about other basic folds used in origami?

- A origami history
- B origami animals
- C simple origami
- D origami paper

The following is a rough draft of a student's report. It contains errors.

Are We There Yet?

- 1 Think about a time you went someplace that you had never been before. It was not really far away, but it seemed as if it was taking a really long time to get there. Then you noticed that the return trip did not seem to take nearly as long, even though it was exactly the same distance. Scientists have studied these common observations. They have concluded that our perception of how time passes is sometimes based on the amount of information with which we are dealing. The more information we are getting, the more slowly time seems to pass.
- 2 On the way to the strange place, we are confronted with unfamiliar sights and sounds, and maybe even smells. We may be reading directions, looking for landmarks, or trying to find a particular road sign. There may be others in the car asking, "When will we get there? Are we there yet?" We are constantly processing and evaluating the information we are receiving.
- 3 On the return trip, we are somewhat familiar with the route. Now much of the information is not new to us. Our brain now processes the information more efficiently. We are able to ignore a lot of what we see and hear. We remember that it does not require action on our part.
- 4 In other words, scientists believe that on the way to a new place we see things in great detail. Thus time seems to move slowly. On the return trip we are not paying as much attention to detail. Time seems to pass more quickly.
- 5 The process could be compared to the first and second days of school. On the first day everything is new and different, and time seems to pass slowly. On the second day, you know what to expect, and your brain spends less time processing new information. The second day of school usually seems to proceed at a more rapid pace.

Released Test Questions

English-Language Arts

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47 Which sentence is *best* added to the end of paragraph 3?

- A The driver experiences the same things as the passengers.
- B We know what to pay attention to and we screen out the rest.
- C I wonder what happens when we do know the route.
- D New places do that to all of us.

48 Read these two sentences from paragraph 4.

On the return trip we are not paying as much attention to detail. Time seems to pass more quickly.

Which word could *best* be used to join these sentences?

- A so
- B while
- C but
- D because

49 Read the last two sentences of paragraph 5.

On the second day, you know what to expect, and your brain spends less time processing new information. The second day of school usually seems to proceed at a more rapid pace.

Which word should be added to the beginning of the second sentence?

- A However,
- B Therefore,
- C Although,
- D Nevertheless,

50 Which sentence *best* serves as a summary to be added at the end of the report?

- A This is a good illustration of the concept.
- B The same phenomenon also occurs in the field of athletics.
- C The first and second days of school are stressful times.
- D Thus, in a sense, time speeds up when our surroundings become more familiar.

Serena's teacher has asked the students to conduct research about ocean creatures and write about what they learn. Serena wants to write about giant squids.

51 To complete this assignment, Serena will write a

- A personal letter.
- B factual report.
- C short story.
- D book review.

52 If Serena wants to obtain information from her state's marine institute, she should write a

- A letter to the editor.
- B letter of complaint.
- C letter of request.
- D personal letter.

The following is Serena's rough draft. It contains errors.

A Giant at Sea

(1) For centuries, the giant squid has filled many people with wonder. (2) The Maori people in New Zealand share great legends about the creature. (3) Squids also appear in Norwegian mythology, where they are named Kraken. (4) The word *Kraken* means "a tree stump with its roots attached." (5) It was a way of describing what the squids looked like. (6) Many other cultures also have myths and legends about the giant squid.

(7) The reasons for people's interest in the giant squid are fairly obvious. (8) To begin with, although the giant squid looks much like the smaller squid with which people are most familiar, there is one big difference. (9) The giant squid can grow to sixty feet in length! (10) Each of its eyes is about 10 inches in diameter, the size of a volleyball. (11) The squid's large tentacles are covered with small suction cups, each surrounded by teeth. (12) When a hungry giant squid spots a smaller squid or fish, two tentacles shoot out from its body and capture the prey. (13) Then it grips the prey tightly with the suckers on its eight arms. (14) Holding the prey, it uses its parrot-like beak and powerful jaw to tear the food.

(15) No one has ever saw a giant squid in its natural habitat. (16) Many sightings are of squids that have washed ashore. (17) Other reports come from people who find giant squids in their nets. (18) A published list details only two hundred sightings in the last three hundred fifty years.

(19) Recent giant squid sightings in New Zealand have drawn the attention of many scientists. (20) An American Scientist named dr. Clyde Roper and a team of experts have visited Kaikoura Canyon, an undersea canyon. (21) They hope to someday film the giant squid in its natural habitat.

Released Test Questions

English-Language Arts

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53 In the first sentence of the rough draft, what is a better way to write “filled many people with wonder”?

- A attracted tourists from many lands
- B captured people’s imaginations
- C inspired authors to write stories
- D caused people to have nightmares

54 What is the correct way to write the underlined part of sentence 15?

- A No one had ever saw
- B No one has ever seen
- C No one have ever seen
- D No one has ever saw

55 What is the correct way to capitalize these words from sentence 20?

- A An American scientist named Dr. clyde roper
- B An American Scientist named dr. clyde roper
- C An American scientist named Dr. Clyde Roper
- D An American Scientist named dr. Clyde Roper

56 Which of these sentences could *best* be added at the end of the rough draft?

- A Kaikoura Canyon is an undersea canyon located in the country of New Zealand.
- B Other scientists around the world are investigating the habitats of other marine creatures.
- C Such a discovery would help unlock the mysteries of this fascinating creature.
- D There are not very many people in the world who have ever seen giant squids.

57 Read the following sentence.

Because of these features, the giant squid can be quite an amazing sight.

For which paragraph in the rough draft would this be the *best* concluding sentence?

- A the first paragraph
- B the second paragraph
- C the third paragraph
- D the fourth paragraph

Question Number	Correct Answer	Standard	Year of Test
1	<i>D</i>	6RL3.5	2003
2	<i>A</i>	6RL3.7	2003
3	<i>B</i>	6RL3.6	2003
4	<i>D</i>	6RL3.4	2003
5	<i>C</i>	6RW1.2	2003
6	<i>A</i>	6RC2.6	2003
7	<i>C</i>	6RC2.3	2003
8	<i>D</i>	6RC2.3	2003
9	<i>D</i>	6RC2.3	2004
10	<i>C</i>	6RC2.8	2004
11	<i>B</i>	6RC2.4	2004
12	<i>A</i>	6RW1.4	2004
13	<i>B</i>	6RL3.4	2004
14	<i>B</i>	6RL3.4	2004
15	<i>C</i>	6RL3.4	2004
16	<i>B</i>	6RL3.7	2004
17	<i>D</i>	6RC2.3	2005
18	<i>C</i>	6RL3.8	2005
19	<i>B</i>	6RC2.3	2005
20	<i>A</i>	6RC2.7	2005
21	<i>C</i>	6RC2.7	2005
22	<i>D</i>	6RC2.5	2005
23	<i>C</i>	6RC2.5	2005
24	<i>C</i>	6RC2.8	2005
25	<i>D</i>	6RW1.5	2005
26	<i>A</i>	6RC2.3	2005
27	<i>B</i>	6RC2.8	2005

Released Test Questions

English-Language Arts

6

Question Number	Correct Answer	Standard	Year of Test
28	<i>B</i>	6RW1.3	2003
29	<i>B</i>	6RW1.3	2003
30	<i>C</i>	6RW1.5	2003
31	<i>C</i>	6RW1.3	2004
32	<i>A</i>	6RW1.2	2004
33	<i>A</i>	6RW1.2	2005
34	<i>C</i>	6WS1.1	2003
35	<i>B</i>	6WS1.4	2003
36	<i>C</i>	6WS1.2.2	2003
37	<i>B</i>	6WS1.1	2003
38	<i>D</i>	6WC1.5	2003
39	<i>D</i>	6WC1.3	2003
40	<i>B</i>	6WC1.5	2003
41	<i>A</i>	6WC1.4	2003
42	<i>A</i>	6WS1.2.2	2004
43	<i>C</i>	6WC1.5	2004
44	<i>B</i>	6WC1.4	2004
45	<i>C</i>	6WC1.3	2004
46	<i>C</i>	6WS1.4	2004
47	<i>B</i>	6WS1.2.2	2004
48	<i>A</i>	6WC1.1	2004
49	<i>B</i>	6WS1.6	2004
50	<i>D</i>	6WS1.2.3	2004
51	<i>B</i>	6WS1.1	2005
52	<i>C</i>	6WS1.1	2005
53	<i>B</i>	6WS1.2.2	2005
54	<i>B</i>	6WC1.2	2005
55	<i>C</i>	6WC1.4	2005
56	<i>C</i>	6WS1.2.3	2005
57	<i>B</i>	6WS1.6	2005